

Beyond Methods: Macrostrategies for Language Teaching

B. Kumaravadivelu

In *Beyond Methods: Macrostrategies for Language Teaching*, B. Kumaravadivelu begins by quoting Ralph Waldo Emerson: "It is not instruction, but provocation that I can most accept from another soul." And Kumaravadivelu does provoke. In the first two chapters he presents a compelling argument to break ESL pedagogy's reliance on established methods as standards of practice, going beyond the often touted no-method-is-best logic to claim that a teacher's own experience and knowledge must create action plans and supporting reasons that are unique to that teacher's work environment. But Kumaravadivelu does more than provoke. He fills the conceptual void left in the wake of a world without methods with a recipe involving ten key ingredients for successful practice. These ingredients, or macrostrategies, include maximizing learning opportunities, promoting learner autonomy, contextualizing linguistic input, and raising cultural consciousness. Each chapter begins with a discussion of the strategy that includes relevant theoretical background and references to research. This is followed by several detailed classroom activities, called "microstrategies," that are meant to show the practical application of the macrostrategy. This book is an excellent teacher-training tool and could be used alone or as part of a class. "Reflective tasks," a series of questions that require the readers to reflect on their own practices, are interspersed throughout the book. And each chapter ends with an "Exploratory Project" section that offers ideas for further probing the macrostrategies. This book, written in accessible language, offers a clear view of life after methods.

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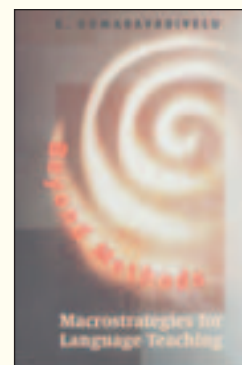
Teaching Online

Susan Ko and Steve Rossen

If you had asked teachers ten years ago if they were teaching online, the answer would most likely have been "What are you talking about?" Now, of course, this concept does not seem strange, and many EFL teachers around the world deliver their courses via the Internet. Most of us, however, have not had any formal training in how to teach such a course. The book *Teaching Online*, while not specific to the teaching of EFL, provides an excellent introduction to teaching online for both new and experienced practitioners. The book is divided into four sections: an overview of the subject, putting the course together, teaching in the online classroom, and new trends and opportunities. In the first section, the authors describe types of online courses and the skills, training, and support required to conduct them. In the second part, the authors show how to convert a conventional course to an online course and look at the various technological means available to teachers of online courses. The third section focuses on techniques of teaching online and similarities and differences from teaching in conventional classrooms. The final section covers how to stay current in the field and how teaching online affects careers. In addition, the authors provide a website that displays an excellent collection of resources that can be used with or without the book: http://college.hmco.com/education/ko_rossen/teaching_on/1e/students/index.html. One area of online instruction that teachers often overlook is the issue of copyright and intellectual property. These authors detail the practical steps necessary to comply with international copyright conventions and focus attention on the issue of identity and its implications when the student is not face-to-face with the teacher. (How do you know Student X is really Student X?) Such topics are covered in an easy-to-follow manner that should encourage both the novice and veteran online teacher to use this book as a resource.

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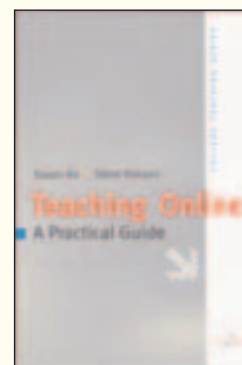
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